

Lesson 1: *Physical Resistance of Mexico's Indigenous Peoples*

Estimated Timeframe: 1 Day (90-minute class session)

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| Brief Description of Lesson | Students will investigate different forms of armed resistance the Aztecs and other Indigenous groups in Mexico put forth during the colonization period to counter Spanish hegemony. Students will examine primary sources created during the 16 th century and in retrospect during the early 20 th century. |
| Additional Supporting Questions | <ul style="list-style-type: none"> • What is hegemony? • How did Spain utilize hegemony or 'soft power'? |
| TEKS & C3 Frameworks | <p>TEKS World History Studies:</p> <p>(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:</p> <p>(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.</p> <p>(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;</p> <p>(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;</p> <p>(D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;</p> <p>(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and</p> |

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| | <p>(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> |
| Learning Objectives | <p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Conceptualize and articulate how colonial powers utilized hegemony or 'soft power' to establish dominance over Indigenous people in 16th-century Mexico. 2. Formulate an opinion based on evidence that supports whether the 'hard power' tactics of Indigenous groups, such as the Aztecs use of armed resistance, were effective against Spanish hegemony. 3. Draw correlations between Spanish hegemony in colonial Mexico and other historical and modern examples. |
| Introduction: Focus relevant to students' lives | <ul style="list-style-type: none"> • Before the activity, the teacher will ask students to think about counternarratives and how they are underrepresented in history. The teacher will ask, "How might your history be underrepresented in history textbooks? How would you remedy this for Indigenous people's histories?" • The teacher will ask the students to think-pair-share with a nearby peer about everything they know about European imperialism: What is it? Who did it affect? |
| Introduction: Access student's prior learning/knowledge | <p>The teacher will then hand each pair of students a blank world map and ask each pair to mark in the map all the countries/places they think Europeans invaded/colonized.</p> <p>After students finish, the pairs will come back together as a class and discuss some of the examples they identified with their partners.</p> |
| Introduction: Preview of lesson/day's agenda | <ol style="list-style-type: none"> 1. The teacher will present the unit inquiry question: "How did Indigenous peoples in Mexico resist Spanish hegemony during colonization?" (This question will stay on the board for the whole unit.) 2. The teacher will then present today's supporting question(s): <ol style="list-style-type: none"> a. "What is hegemony?" b. "How did Spain utilize 'soft power' within their hegemony of Mexico?" c. "How did Indigenous peoples in Mexico resist the hegemony of Spanish colonialism through physical force?" |

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| <p>Body: Detail of activities</p> | <ol style="list-style-type: none"> 1. The teacher will hand out a copy of the “A Power Called Hegemony” reading from John Charles Chasteen’s <i>Born in Blood & Fire: A Concise History of Latin America</i> (New York: W.W. Norton & Company, 2016), p. 62-68. (Please contact the LLILAS Benson Public Engagement Coordinator to obtain a scanned copy of this reading.) The reading details what hegemony means, particularly in the context of Spanish colonialism. The students will then ‘popcorn’ read. This is when one student reads out loud for at least a paragraph and then picks another student to read whenever they choose, the purpose being that a student can be selected at any moment, so it encourages paying attention and following along. 2. The teacher will then ask the students to sum up what they just read in a brief 2-3 sentence explanation in their notes to define what ‘hegemony’ means. 3. The teacher will then raise the question of what the text meant with ‘soft power’ and break students into groups of 4 or 5 (depending on class size) and ask students to come up with examples of ‘soft power’. The students will also be asked to discuss in their groups what they think the term ‘hard power’ might mean, since they now are familiar with ‘soft power’. 4. Once the soft power/hard power discussion is over, the teacher will then briefly lecture about why during the Spanish colonial period, resistance from Indigenous groups took on many forms, including ‘hard power’ tactics such as physical force, to counter Spanish hegemony. Students will take notes during lecture. 5. Each group of students will be given a primary source document with a brief description of what they are and ask each group to evaluate their document based upon the following questions: <ol style="list-style-type: none"> a. Who is represented in the document? b. What overall message do you think the creator(s) of the document are trying to convey? Who do you think was their target audience? c. How does the document represent the following? <ol style="list-style-type: none"> i. Physical resistance ii. Indigenous Peoples iii. Spanish Colonialists 6. Students will then present their document and their findings in small presentations to the rest of the class as their classmates take notes. |
| <p>Conclusion</p> | <p>The teacher will go over the unit and supporting questions and lead the class in a discussion, asking for answers to the questions.</p> <p>The teacher will then hand out copies of all the primary source documents. Each student should have a copy of all</p> |

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| | the sources. |
| Assessment | <ul style="list-style-type: none"> • Introduction reflection • Map Activity • Popcorn Reading • Hegemony & soft power/hard power notes • Lecture notes • Primary Source Inquiry participation/written answers & notes/group presentations • Class discussion (conclusion) participation |

Lesson 1

Supporting Question

- How did Indigenous peoples in Mexico resist the hegemony of Spanish colonialism through physical force?

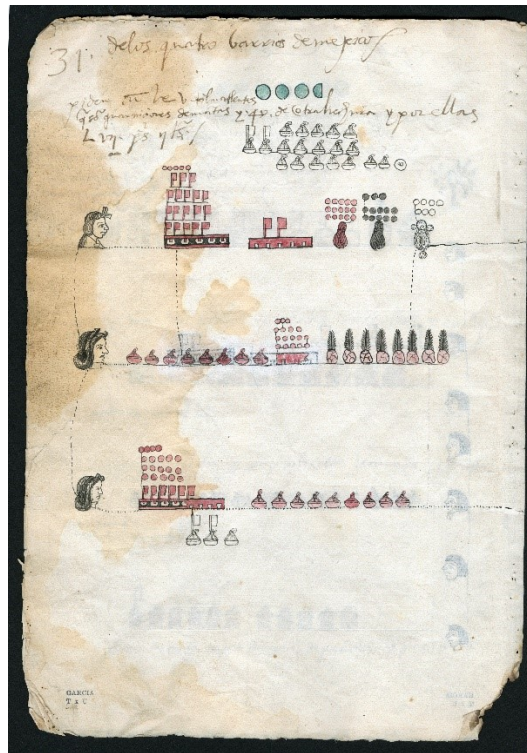
Formative Task

- Students will formulate an understanding of what the term 'hegemony' means in relation to global affairs through the lens of Spanish colonialism within Mexico during the 16th century.

Featured Sources:



Frontispiece for the second part of the fifth book titled, "Of the minor friars who have been killed for preaching the Holy Gospel in this New Spain," in *Historia Eclesiástica Indiana*, a history on the Order of St. Francis, Gerónimo de Mendieta, 1571. Joaquín García Icazbalceta Manuscript Collection, Benson Latin American Collection, The University of Texas at Austin.



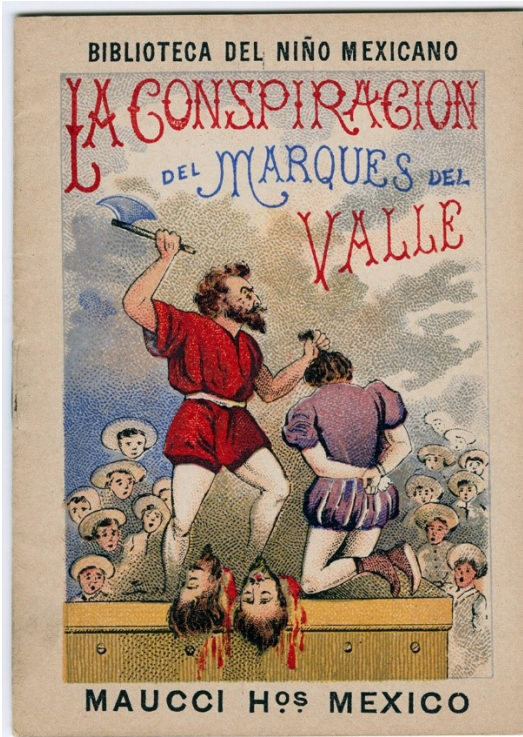
Tribute roll for three Indigenous neighborhoods in Mexico City, unidentified author, undated. Genaro García Manuscript Collection, Benson Latin American Collection, The University of Texas at Austin.



Painting of Meztitlan and its surroundings, Gabriel de Chávez (Spanish-American royal official), 1579. Joaquín García Icazbalceta Manuscript Collection, Benson Latin American Collection, The University of Texas at Austin.



Conquistadors attacking Indigenous dancers performing before Moctezuma II, ruler of the Nahua Triple Alliance or Aztec Empire, in 1520, Joos van Winghe, 1598. Image published in Latin edition of Dominican friar Bartolome de las Casas' *A Short Account of the Destruction of the Indies* originally published in 1552. Rare Book Collection, Benson Latin American Collection, The University of Texas at Austin.



The Conspiracy of the Marquis of the Valley, José Guadalupe Posada, 1900. Martin Cortes, son of Hernan Cortes, was the 2nd Marquis of the Valley of Oaxaca. Two conquistadors advocated for rebellion and for Martin to become King of New Spain in 1565; they were upset that the Spanish Crown passed laws for the abolition of the *encomienda* system, where Indigenous provided labor and tribute to the Spanish. Both conspirators were decapitated for treason while Cortes was spared. Rare Book Collection, Benson Latin American Collection, The University of Texas at Austin.



Hernan Cortes and His First Adventures, José Guadalupe Posada, 1900. Rare Book Collection, Benson Latin American Collection, The University of Texas at Austin.

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Essential Questions:

- *What is hegemony?*
- *How did Spain utilize hegemony or 'soft power'?*

Directions:

Each student should join a group of 4-5 students (5 groups total) to examine and analyze carefully the following primary sources.

Answer the following questions as a group:

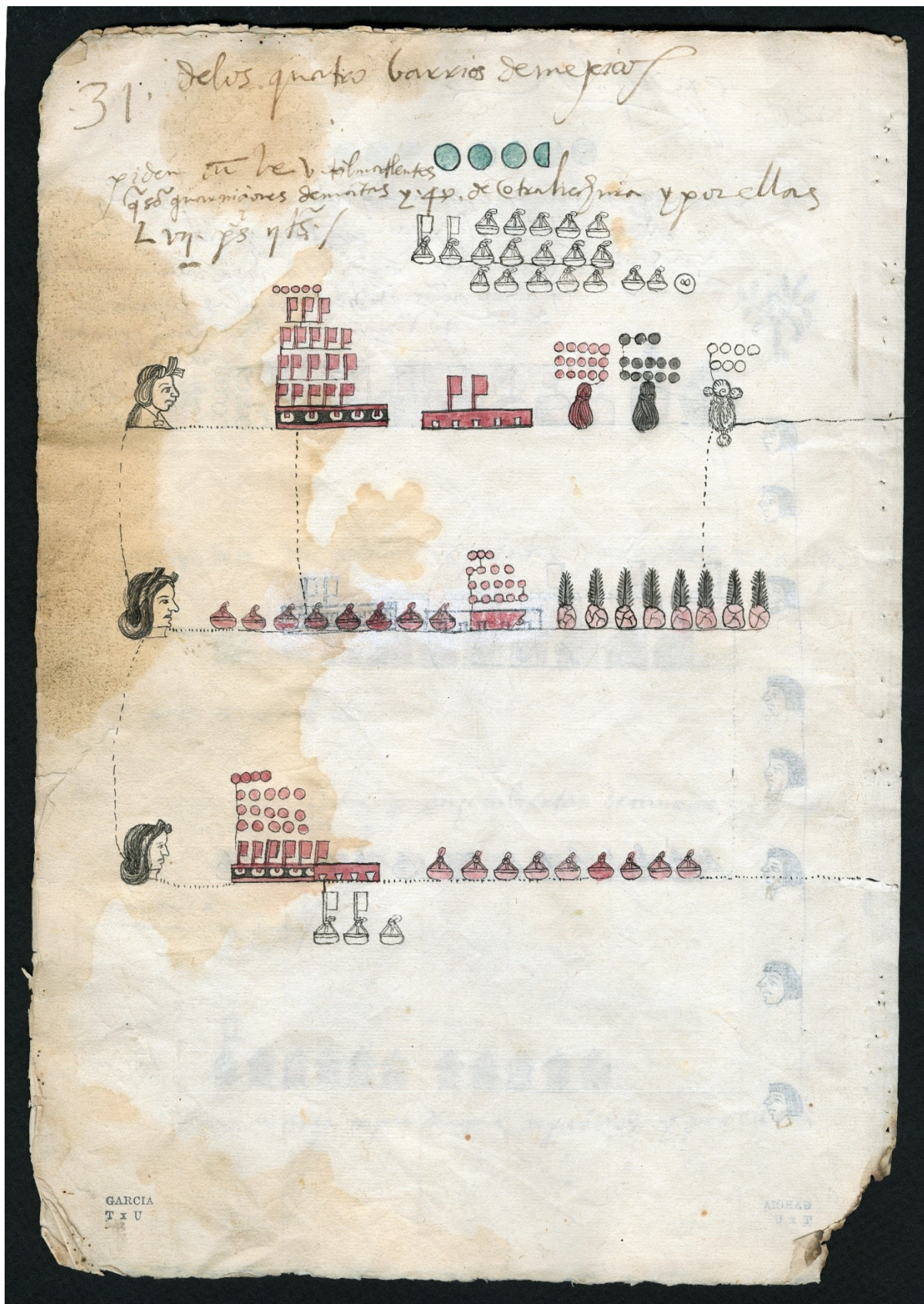
- Who is represented in the document?
- What overall message do you think the creator(s) of the document are trying to convey? Who do you think was their target audience?
- How does the document represent the following?
 - Physical resistance
 - Indigenous Peoples
 - Spanish Colonialists

One student from each group will share answers and thoughts with the class. Take notes as classmates present.



Frontispiece for the second part of the fifth book titled, "Of the minor friars who have been killed for preaching the Holy Gospel in this New Spain," in *Historia Ecclesiastica Indiana*, a history on the Order of St. Francis, Gerónimo de Mendieta (artist and author), 1571. Joaquín García Icazbalceta Manuscript Collection, Benson Latin American Collection, The University of Texas at Austin.

Lesson plan based on Austin Independent School District's structure



Tribute roll for three Indigenous neighborhoods in Mexico City, unidentified author, undated. Genaro García Manuscript Collection, Benson Latin American Collection, The University of Texas at Austin.

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Painting of Meztitlan and its surroundings, Gabriel de Chávez (Spanish-American royal official), 1579. Joaquín García Icazbalceta Manuscript Collection, Benson Latin American Collection, The University of Texas at Austin.



Conquistadors attacking Indigenous dancers performing before Moctezuma II, ruler of the Nahuatl Triple Alliance or Aztec Empire, in 1520, Joos van Winghe, 1598. Image published in Latin edition of Dominican friar Bartolome de las Casas' *A Short Account of the Destruction of the Indies* originally published in 1552. Rare Book Collection, Benson Latin American Collection, The University of Texas at Austin.

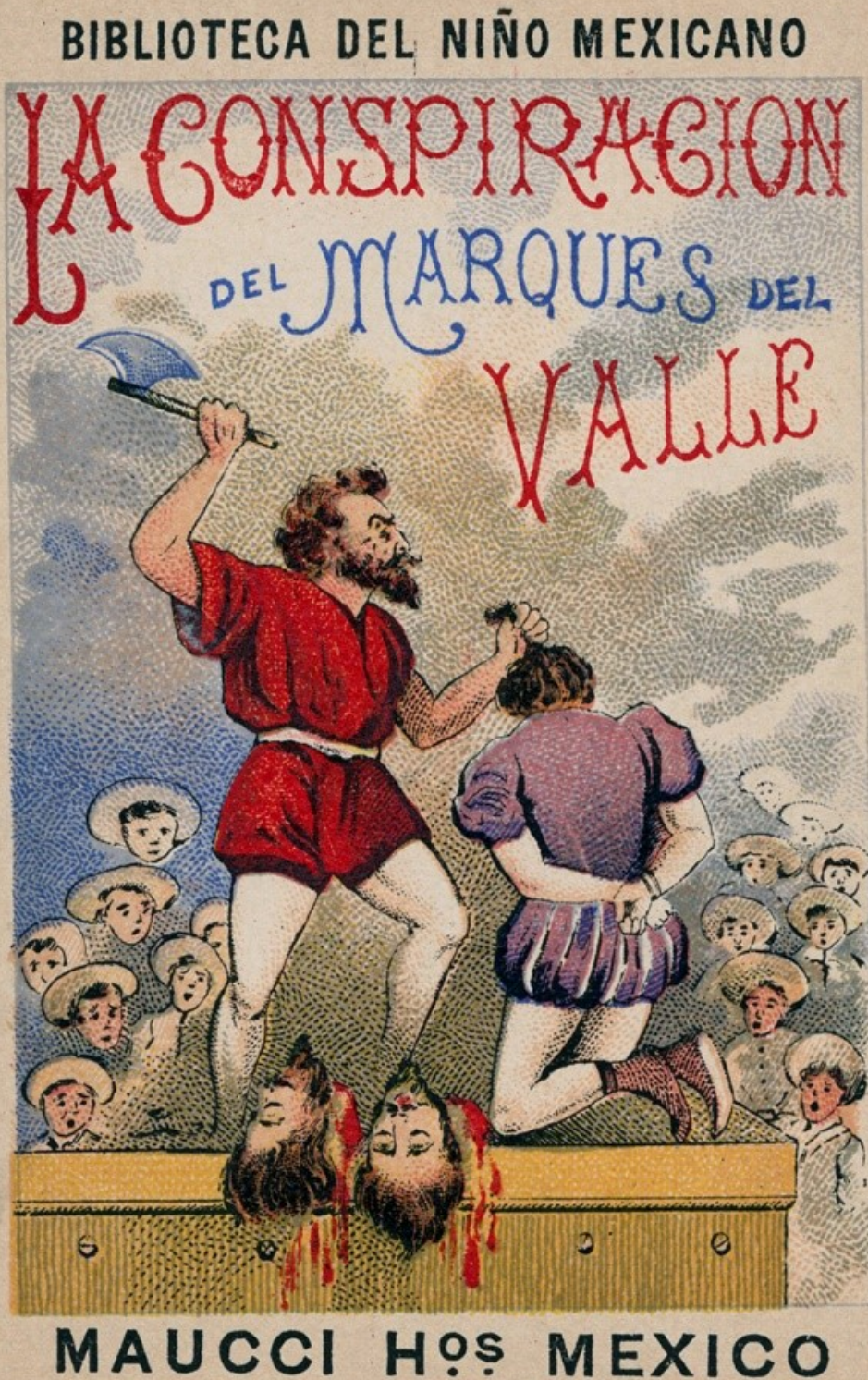


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The Conspiracy of the Marquis of the Valley, José Guadalupe Posada, 1900. Martin Cortes, son of Hernan Cortes, was the 2nd Marquis of the Valley of Oaxaca. Two conquistadors advocated for rebellion and for Martin to become King of New Spain in 1565; they were upset that the Spanish Crown passed laws for the abolition of the *encomienda* system, where Indigenous provided labor and tribute to the Spanish. Both conspirators were decapitated for treason while Cortes was spared. Rare Book Collection, Benson Latin American Collection, The University of Texas at Austin.



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